

MODULE 2: EFFECTIVE CLASSROOM PRACTICE: PROVIDING ACTIVE SUPERVISION

Session 4: Classroom MBI
Team Training

Presented by the MBI
Consultants



Putting Montana Students First **A+**

EFFECTIVE CLASSROOM PRACTICES: THE “GREAT EIGHT”

Expectations and rules

Procedures and routines

**Continuum of strategies to acknowledge
appropriate behavior**

**Continuum of strategies to respond to
inappropriate behavior**

Active supervision

Multiple opportunities to respond

Activity sequence and offering choice

Academic success and task difficulty

EFFECTIVE CLASSROOM PRACTICE

“Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy or curriculum.”

“A well-managed classroom is one in which students are:

- meeting the teacher’s procedural and behavioral expectations
- academically engaged in meaningful learning tasks
- interacting respectfully with one another and with the teacher”

(Sprick, Knight, Reinke & McKale)

NOTE TAKING ACTIVITY

Active Supervision

Opportunities to Respond

Activity Sequence/
Offering Choices

Academic Success/
Task Difficulty

LEARNING GOAL

What is Active Supervision?

How do we provide Active Supervision for our students?

WHY PROVIDE ACTIVE SUPERVISION?

There is an inverse relationship between the number of supervisor-to-student interactions and the instances of problem behavior

Active Supervision

Has a positive impact on student behavior in a variety of settings - including the classroom

May reduce incidents of minor problem behavior

May lead to increases in student engagement

(Simonsen, Fairbanks, Briesch, Myers & Sugai.)

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WHAT IS ACTIVE SUPERVISION?

A monitoring procedure that uses 3 components:

1. Moving
2. Scanning
3. Interacting Frequently

Active Supervision How?

Moving “Effectively” Means...

Constant

Make presence known and obvious

Proximity to all students

More frequent proximity to noncompliant students

Randomized

Targets Problem Areas

Active Supervision How?

Scanning “Effectively” Means...

All students observed on a regular basis

Make eye contact with students in distant locations of the room

Look and listen for signs of a problem

ACTIVE SUPERVISION HOW?

“Interacting Frequently” includes...

Positive contacts

Friendly, helpful, open demeanor

Proactive, non-contingent

High rate of delivery

Positive reinforcement

Immediate and contingent on behavior

Delivered at high rates and consistently

ACTIVE SUPERVISION HOW?

“Interacting Frequently” includes...

Corrective response

Not argumentative, not critical

Specific to behavior

Systematic = correct, model,
practice and reinforce

Deliver consequence

Neutral, businesslike demeanor

Fair, not arbitrary

EXAMPLE: ACTIVE SUPERVISION

“The teacher, Ms. Hailey, directed the class to finish writing a paragraph by themselves. She then moved slowly down the aisles looking from side to side quietly acknowledging the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and praised him for getting started. Ms. Hailey then stopped, turned around, and watched the front half of the class. She continued to loop around the class, checking students’ work and making compliments here and there.”

EFFECTIVE CLASSROOM PRACTICE

1. Managing a classroom is part art and part science
2. Teachers must continually refine their classroom management plans.
3. Effective classroom management is not creating “perfect” children, but providing the perfect environment
4. Guide students toward increasingly responsible and motivated behavior

(Sprick, Knight, Reinke & McKale,)

NOTE TAKING ACTIVITY

Add 3-4 essential ideas on Active Supervision to your folded notebook

Be ready to share with the large group

“Not So Active Supervision” Video

2 min



MOVEMENT